



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Education and Psychology

Final Award: **Bachelor of Science with Honours (BSc (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Science with Honours (BSc (Hons))

To be delivered from: 17 Sep 2018

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2019-20
Level 2 or Diploma of Higher Education (DipHE)	2020-21
Level 3 or Bachelor of Science with Honours (BSc (Hons))	2021-22

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Science with Honours (BSc (Hons))
Programme Title:	Education and Psychology
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Science with Honours (BSc (Hons))
Subject(s)	Psychology Education
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	No
UCAS code	X301
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Education
Programme Leader	Carol Callinan (ccallinan)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2019-20

3. Programme Description

3.1 Overview

The degree offers a broad and balanced range of core and optional subjects throughout the three years of study which provide knowledge and understanding of education through the perspectives of the four pillars: history, sociology, psychology and philosophy. In this programme there is a heavier emphasis on the way that psychology can be used in order to further our understanding of learning in all of its contexts and how the valuable research from psychology can help support learning processes in a range of different contexts. Students are encouraged to reflect on contemporary issues, global education, special educational needs and alternative approaches to teaching and learning, and to develop their own values, beliefs, opinions, ideas and interpretations of education across the age ranges. For the psychology aspects students are encouraged to critically engage with contemporary research, develop an understanding of development across the life span, deepen their knowledge of how individuals function and learn and reflect on human behaviour.

Research is an important element of the BSc (Honours) Education and Psychology and students are encouraged and supported to develop their research skills throughout the three-year course.

Optionality is built into the programme in years two and three enabling students to tailor the degree to their interests.

The programme aims to support the wider University's internationalisation agenda by ensuring that where appropriate learning materials are drawn from the broader international contexts as well as Europe. Discussions of international practice will be explored in modules and students will be encouraged to consider the wider application of theories and research from education and psychology. Some modules specifically address and encourage international comparisons of experiences for example, Contemporary Issues in Education will include a critical consideration of different cultures and education systems. The Cross-Cultural Psychology module from the School of Psychology also encourages an awareness of different cultural practices and the implications of these for development. Outside of the learning environment the programme will seek to facilitate opportunities for students to undertake voluntary study trips to different countries, these may include Finland and Ireland. These study trips will not be directly credit bearing but will seek to enhance students' knowledge and understanding of the international considerations in education.

3.2 Aims and Objectives

The BSc (Honours) Education and Psychology programme aims to:

- Deepen students' knowledge and understanding of current and past structures, cultures and practices in education and psychology. The programme approaches education from the perspective of the four pillars (history, sociology, philosophy and psychology) however for this combined degree there is a heavier emphasis on psychology and how this subject can be used to inform educational practices;
- Enable students to acquire skills of critical analysis of educational and psychological theory, perspectives and practice;
- Enhance and encourage research skills;
- Develop in students a range of personal and transferable skills relevant to employability and lifelong learning.

The programme will deliver a broad introduction into the fundamental underpinning ideas in education and psychology, exploring essential background to key concepts and facilitating students in

developing an understanding of how the foundations of education and psychology influence practice, and sometimes policies, in education. The programme will also address important and contemporary policies related to a range of aspects of education (including curriculum and special educational needs and disability). In addition, the course explores how psychological theory can be related to a variety of educational environments as well as considering a range of psychological issues, including development and relationships in the social world. This programme is written around key research skills which will be core modules during all three years of study. This is important as the programme will also aim to promote the significance and relevance of research in both education and psychology and will support students in developing essential research skills that will support their later development as professionals.

In order to support students' choices, the programme will provide optional modules that will facilitate students in tailoring their degree to their desired career aims and aspirations. It is anticipated that this programme will support students who want to progress into careers related to teaching in early years and primary schools as well as alternative educational environments (e.g. museum education, libraries), however, it is important to note that it will not offer the graduating students QTS. It is proposed that the comprehensive background in educational theory will support graduating students who wish to progress to teacher training programmes such as the PGCE School Centred Initial Teacher Training (SCITT) courses which are offered at the University of Lincoln. Some students may wish to pursue careers in psychology, currently this programme does not offer BPS accreditation but it is anticipated that a postgraduate top up programme may be available in order to support these career aims. The broad understanding of psychology would support students who wish to continue their studies in this area at postgraduate level.

QAA SUBJECT BENCHMARK STATEMENT(S)

The BSc (Hons) Education and Psychology programme responds to the United Kingdom QAA benchmark statement(s) for the subject of education and the subject of psychology. Benchmarking Analysis provides a detailed specification of the relationship between this programme's curriculum and the relevant QAA benchmark.

3.3 Variations to Standard Regulations and Guidance

None

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 the historical, sociological, psychological and philosophical structures, cultures, ethical considerations and practices of education and psychology
- 2 current and past debates within the study of education and psychology
- 3 comparative perspectives and approaches in relation to education and psychology
- 4 complex theoretical and practice based texts in relation to education and psychology
- 5 aspects of change and development in education and psychology
- 6 research and enquiry based learning within the study of education
- 7 the impact of individual differences and contextual factors on psychological functioning

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 8 critically interpret a range of sources related to educational and psychological theories and research
- 9 synthesise complex literature related to theory and practice in education and psychology
- 10 explain and evaluate the relationship between education and psychology
- 11 demonstrate an understanding of different education and psychological approaches and methods
- 12 develop cogent, creative, reflective and reflexive arguments in relation to educational and psychological issues and debates, and support such arguments

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 13 present work in an appropriate register and employ relevant scholarly apparatus, deploying appropriate bibliographic, technological, digital and presentational skills
- 14 identify and evaluate sources of information relevant to education and psychology
- 15 make informed contributions to discussions about contemporary issues in education and psychology
- 16 identify and critically apply a range of theoretical, ethical and methodological tools (including qualitative and quantitative approaches to data collection and analysis) relating to educational and psychological issues

- 17 demonstrate a critical understanding of the implications of inclusive education and how this can influence ideas, perceptions and practice

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 18 be critically and self reflective and give and receive constructive criticism
- 19 collaborate and communicate effectively and appropriately in oral and written contexts, including the use of appropriate technology
- 20 work independently and as part of a team in pursuit of objectives under their own direction and motivation
- 21 demonstrate continuing development of self awareness through effective problem solving, time management, sensitivity to diversity and the ability to continue learning
- 22 develop their own underlying values and beliefs in relation to debates, identifying their own issues and questions
- 23 critically and ethically reflect on the application and contribution of education and psychology to meet personal, professional and societal needs
- 24 critically interpret a range of primary and secondary sources
- 25 synthesise complex literature

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The learning and teaching strategy adopted within the BSc (Hons) Education and Psychology programme is designed to achieve the programme aims outlined under 'Aims and Objectives'.

Students are expected to acquire high levels of research skills as independent learners. Education and psychology modules encourage and support students to achieve this by using flexible and varied means of teaching, learning and assessment. Students are expected to learn to work in groups and individually, to produce reports, essays, case studies and portfolios, to assess themselves and their peers and to give presentations. Students are expected to learn to identify, use and evaluate a wide variety of source materials including articles, newspapers, on-line sources, novels, films and government documents.

The degree reflects the University's objective to link 'research and teaching in a culture of creativity and innovation' [Strategic Plan, 2016-2020]. Modules are research-informed, and staff research is embedded at every level of study. There is a focus throughout the programme on positioning the students as active participants in the research process. In year 1 an emphasis is placed on acquiring techniques for research, while in years 2 and 3 students share in the research process and are expected to develop into active researchers, culminating in the production of work such as the independent research study in year 3.

Student progression is ensured through a developing set of learning outcomes at each level.

In year 1 students are expected to:

- identify and locate appropriate source materials within the university;
- start to evaluate primary source materials;
- show an awareness of theories and concepts of education;
- identify arguments in secondary material;
- identify appropriate forms of analysis and enquiry;
- begin to manage their own research.

In addition, they make progress in developing their skills in e-learning, group work, presentations, and in producing written work such as essays and bibliographic reviews.

In year 2 students are expected to:

- gather, assimilate and interpret appropriate material from a wider variety of sources;
- deepen their critical analysis of primary sources, and use them more extensively;
- recognise and appraise a range of theoretical perspectives;
- design and manage more complex research projects;
- demonstrate an increased capacity for independent learning and reflection;
- demonstrate enhanced skills in group work, presentation, e-learning and written work.

In year 3 students are expected to:

- engage in independent research using a wide variety of primary and secondary sources;
- manage large amounts of information;
- appreciate and critically evaluate current and past debates within the study of education;
- develop a cogent argument of their own in relation to issues and debates, and to support this argument thoroughly;
- show a high level of critical reflection on their own work;

- evaluate and apply theoretical frameworks themselves;
- show high levels of communication skills in writing and presentations;
- work as a highly effective group member.

The learning outcomes for individual modules encompass these points, as well as specific outcomes relating to education subject knowledge.

PERSONAL TUTORING

Alongside the taught aspects of the programme (e.g. lectures, seminars, workshops etc.) there will also be a robust, broad and balanced tutorial programme during all three years of study. The BSc (Hons) Education and Psychology will run concurrently with the University of Lincoln's existing tutoring system. The tutorial programme will provide the opportunity for students to work in small groups and develop important academic and transferable skills that will support their study at undergraduate level. It is anticipated that during year 1 the tutorials will be structured around the modules and will be used as a platform to offer formative assessment opportunities for students, this is anticipated to include practice essays, presentations, note taking and critical reading skills. In year 2 the tutorials will begin to prepare the students for developing career aspirations and progression and support the development of interview skills and job applications. In the final year, it is anticipated that the tutorials will support students in their dissertation work as well as providing transferable skills that will support career development and important graduate attributes. This programme is designed to ensure that students are supported fully throughout their educational journey on the programme rather than removing support in year 2 when students can be at their most vulnerable.

THE TUTORIAL PROGRAMME

Tutorials are fundamental to the teaching and learning strategy within this programme. In order to support the delivery of the Level 4 psychology content a weekly tutorial programme has been specifically designed. Whilst some of these sessions will focus on general study skills and pastoral support others will deliver materials which support the teaching and learning for the level 4 psychology modules. Teaching and learning materials will be shared between the School of Psychology and the School of Education in order to ensure that students receive appropriate support and equal access to materials in line with full time BSc (Hons) Psychology students. The student identity is of paramount importance and in order to ensure that students receive high quality support, all tutorials will be delivered by staff in the School of Education. Staff supporting BSc (Hons) Education and Psychology students have sufficient expertise in order to support learning drawn from the materials related to the psychology modules and to facilitate the combined degree students in their identity development as education students who have a focused interest in psychology and the way that psychological theories and processes can support learning from birth to adulthood.

STUDENTS AS PRODUCERS OF RESEARCH

From the beginning of their degree students are engaged in activities that develop their research skills and provide them with opportunities to work as educationalists. They are given considerable support in this process so that by the culmination of their studies students are producing educational research of their own, in the form of their dissertation. Throughout the degree, weekly seminars in most modules provide student-centred spaces where students are able to analyse arguments and critically reflect on their experience, with lecturers taking on a facilitative role in developing students' education research skills and knowledge.

Outside of class, e-learning in education at Lincoln is provided and which is designed to support students in their independent learning. Blackboard, the virtual learning environment which is used on

all modules as a repository for lecture and other learning materials and Turnitin/ Grademark, an online assessment tool which is used to support marking of student work, and to provide feedback on almost every module on the programme.

RESOURCES FOR EDUCATION / PSYCHOLOGY

The subject librarian is regarded as a key member of the education team and offers workshops at every level of the programme on the research tools available to students, as well as offering individual support where required. Teaching staff work closely with the subject librarian to maximise the learning materials available through the library and online databases, resource banks and repositories on the Internet, including:

- library databases: online databases accessed via the Library website enable students to develop their skills in findings and making use of primary and secondary sources for their work.
- open-access resources: staff members also direct students to resource banks and repositories on the Internet.

SPACES

Spatiality is considered to be an important element underpinning the programme. At the level of individual modules students regularly move into smaller groups in seminars to facilitate interaction and discussion or to different rooms for activities such as film screenings. Space is used in such a way as to position students as partners in the learning process rather than as recipients of tutors' knowledge. Tutorials can take place in staff offices or in more relaxed surroundings such as the Atrium. Students are encouraged to make full use of the University facilities such as the Library for individual and group research projects.

Virtual space is also an important aspect of the teaching process. Blackboard, the virtual learning environment is used on all modules as a repository for lecture and other learning materials. This facilitates access to information, Internet resources and to tutors, increasing accessibility for all learners. The majority of modules make use of the library's online reading list software, TALIS Aspire, which links directly to module Blackboard sites and provides students with ready access to readings.

ACTIVE LEARNERS IN A COMMUNITY OF PRACTICE

Education and psychology modules incorporate a wide range of teaching, learning and assessment methods, reflecting the broad nature of the learning outcomes for the subject. Lectures with follow-up seminars are the norm, although there are workshops for more practical, primary-source driven work and a greatly diminished dependence on lectures in year 3.

The seminar is the core teaching and learning activity, as it is seen as the most effective way of encouraging active enquiry and debate rather than the passive acquisition of information. Student independence is encouraged, and student choice is one of the ways in which this is achieved. There is a choice of subject matter within modules, and, in years 2 and 3, a wide range of module options.

The Dissertation in year 3 is taught through lectures, seminars, and most importantly - tutorials - which makes the student the primary producer of the research undertaken with supervision from an expert member of staff. At this stage, students are expected to be able to manage the process of setting up a research topic, and negotiating the management and completion of the project with tutorial support.

SCHOLARSHIP OF TEACHING AND LEARNING

The commitment to pedagogical research is high and academic staff have been successful in bids for funding for educational and pedagogical research projects and a number of members of the team have published pedagogic and education research.

THE STUDENT VOICE: DIVERSITY, DIFFERENCE AND DISSONANCE

The programme is committed to amplifying the student voice, both through building on the relationship with student representatives and by encouraging critical and wide-ranging debate in seminars. Students are encouraged to form reading and study groups utilising social media to enable peer-assisted learning.

Feedback from students comes in the form of the NSS and regular evaluations of modules by students, student representation on the Subject Committee, meetings between student representatives and tutors, and more informal contact in the seminar environment where students may have the opportunity to opt for particular subjects or give feedback on activities that they have undertaken.

EMPLOYABILITY, PERSONAL DEVELOPMENT PLANNING, ENTERPRISE AND POSTGRADUATE STUDY

From the beginning of year 1 students are encouraged to reflect on their skills, both in terms of study and future employability and to plan for the acquisition of new and improved skills. The education team work closely with our Careers and Employability Advisor, and relevant opportunities and events are published via Blackboard and emailed to students individually. Students may also make one-to-one appointments to receive careers advice, which is also emphasised through the personal tutoring system. Students who perform well with their independent studies are encouraged to consider going on to further Masters-level study and to discuss their options with tutors.

The team aims to underline and encourage not just achievement but also a recognition of skills gained through study on the programme. The education programme aims to produce research-engaged learners who have high levels of creativity and reflexivity, and have acquired the problem-solving skills that will enable them to engage with a rapidly changing labour market.

In order to support alternative career choices students will be mentored throughout the degree programme through the tutorial programme and anticipated career destinations include youth work, museum education and industry work which includes a link to education or research.

The team are in discussion regarding the possible involvement of programme leaders across the college and wider university to promote and raise awareness of postgraduate study in line with their interests. It is intended that these will include teaching and non-teaching routes.

CONTACT HOURS

Contact hours vary depending on the level of study and the modules that students are engaging with, however, it is anticipated that for all education modules, students will receive a one hour lecture and two, two hours seminars per week, contact hours per week are approximately 10 hours. Level one psychology modules will be supported through the delivery of learning materials during the weekly tutorial programme which will be embedded within the School of Education.

5.2. Assessment Strategy

ASSESSMENT

The programme's assessment strategy is designed to allow students to demonstrate their achievement of the programme learning outcomes, and therefore incorporates a variety of methods. A range of different skills are required for and developed through a variety of assessment methods.

Alongside essays, the programme includes a range of other types of coursework and timed examinations. Each level of the programme incorporates a range of assessment methods, which may include, but are not limited to:

- Essays (of varying length and type, including essay plans, reports, primary and secondary source analyses)
- A final year dissertation (long, independent project under the supervision of a member of staff)
- Presentations
- Case studies
- Continuous assessments.

Assessments are developmental, building student skills at each level of study. In year 1 assessments are generally shorter and more directive, moving to those that encourage engagement in research-based independent learning by year 3. In years 2 and 3, rigour is increased by setting gradually lengthier assignments that test students' ability to master more complex issues and bodies of material. Assessment briefs are often more 'open' at higher levels of study, challenging students to build on their existing skills as educationalists – for instance, students have the opportunity to design their own research topics.

FEEDBACK

Students receive feedback on a regular basis, and feedback is fully integrated into assessment processes and practices within the programme. The aim is to provide students with specific, measurable and actionable points for improvement rather than simply telling them what they did wrong. Feedback thus aims to be prognostic not diagnostic of learning. Feedback is provided to support and drive student learning rather than simply to offer comment on learning. Formative and summative assessment is envisaged as a means of providing students with an indication of how they might improve their work for future and thus serves a formative function for work on other modules and in the future.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Introduction to Learning 2019-20	30	Core
Introduction to Educational Research 2019-20	30	Core
Brain, Behaviour & Cognition 2019-20	30	Core
Developing Individual in Society 2019-20	30	Core

Level 2

Title	Credit Rating	Core / Optional
Diversity, Inclusion and Alternative Education 2020-21	30	Core
Research Methods in Education 2020-21	30	Core
Developmental Psychology 2020-21	15	Core
Psychological Assessment & Psychometrics 2020-21	15	Core
Psychology of Education 2020-21	15	Optional
Curriculum: Principles and purposes 2020-21	15	Optional
Intermediate Education 2020-21	15	Optional
Studies of Childhood 2020-21	15	Optional

Level 3

Title	Credit Rating	Core / Optional
Dissertation 2021-22	30	Core
Contemporary Issues in Education 2021-22	30	Core
History of Education 2021-22	15	Optional
Advanced Psychology of Education 2021-22	15	Optional
Sociology of Education 2021-22	15	Optional
Advanced SEND 2021-22	15	Optional
Autistic Spectrum Disorders 2021-22	15	Optional
Developmental Psychopathology 2021-22	15	Optional
Cross-Cultural Psychology 2021-22	15	Optional
Discourse 2021-22	15	Optional
Learning Through Reflection 2021-22	15	Optional
Philosophy of Education 2021-22	15	Optional

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Brain, Behaviour & Cognition 2019-20				✓								
Developing Individual in Society 2019-20	✓		✓				✓					
Introduction to Educational Research 2019-20				✓		✓						✓
Introduction to Learning 2019-20	✓				✓			✓				

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Brain, Behaviour & Cognition 2019-20												
Developing Individual in Society 2019-20	✓						✓					
Introduction to Educational Research 2019-20	✓			✓		✓	✓	✓	✓	✓		✓
Introduction to Learning 2019-20	✓						✓	✓	✓	✓		

	PO25
Brain, Behaviour & Cognition 2019-20	
Developing Individual in Society 2019-20	
Introduction to Educational Research 2019-20	
Introduction to Learning 2019-20	

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Curriculum: Principles and purposes 2020-21	✓	✓	✓		✓							
Developmental Psychology 2020-21					✓		✓		✓			

Diversity, Inclusion and Alternative Education 2020-21		✓		✓	✓		✓	✓				
Intermediate Education 2020-21		✓	✓					✓				✓
Psychological Assessment & Psychometrics 2020-21				✓			✓	✓	✓		✓	
Psychology of Education 2020-21	✓	✓		✓	✓			✓		✓	✓	✓
Research Methods in Education 2020-21	✓	✓		✓		✓		✓		✓		✓
Studies of Childhood 2020-21			✓									✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Curriculum: Principles and purposes 2020-21	✓		✓				✓	✓	✓	✓		
Developmental Psychology 2020-21	✓						✓					
Diversity, Inclusion and Alternative Education 2020-21	✓		✓		✓		✓	✓	✓	✓		
Intermediate Education 2020-21	✓	✓	✓				✓	✓	✓	✓		
Psychological Assessment & Psychometrics 2020-21	✓	✓		✓			✓			✓		
Psychology of Education 2020-21	✓		✓				✓	✓	✓	✓		
Research Methods in Education 2020-21	✓	✓		✓		✓	✓	✓	✓	✓		✓
Studies of Childhood 2020-21	✓		✓				✓	✓	✓	✓		

PO25

Curriculum: Principles and purposes 2020-21	
Developmental Psychology 2020-21	
Diversity, Inclusion and Alternative Education 2020-21	
Intermediate Education 2020-21	
Psychological Assessment & Psychometrics 2020-21	
Psychology of Education 2020-21	
Research Methods in Education 2020-21	
Studies of Childhood 2020-21	

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Advanced Psychology of Education 2021-22	✓	✓		✓	✓			✓	✓	✓	✓	✓
Advanced SEND 2021-22	✓		✓	✓	✓	✓		✓	✓			✓
Autistic Spectrum Disorders 2021-22				✓			✓	✓	✓		✓	✓
Contemporary Issues in Education 2021-22	✓	✓	✓	✓	✓			✓	✓			✓
Cross-Cultural Psychology 2021-22			✓	✓			✓		✓		✓	
Developmental Psychopathology 2021-22				✓			✓	✓	✓			✓
Discourse 2021-22				✓				✓	✓		✓	✓
Dissertation 2021-22	✓	✓		✓		✓		✓	✓	✓	✓	✓
History of Education 2021-22	✓	✓	✓	✓	✓			✓	✓			✓
Learning Through Reflection 2021-22		✓		✓	✓			✓				✓
Philosophy of Education 2021-22	✓	✓	✓	✓	✓			✓	✓			✓
Sociology of Education 2021-22	✓	✓	✓	✓	✓			✓	✓			✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Advanced Psychology of Education 2021-22	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓
Advanced SEND 2021-22	✓	✓	✓	✓	✓		✓	✓	✓	✓		
Autistic Spectrum Disorders 2021-22	✓	✓	✓				✓				✓	
Contemporary Issues in Education 2021-22	✓	✓	✓	✓	✓		✓	✓	✓	✓		
Cross-Cultural Psychology 2021-22	✓	✓					✓					
Developmental Psychopathology 2021-22	✓	✓	✓				✓					✓
Discourse 2021-22	✓	✓	✓	✓			✓					
Dissertation 2021-22	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
History of Education 2021-22	✓	✓	✓	✓			✓	✓	✓	✓		
Learning Through Reflection 2021-22	✓	✓				✓	✓	✓	✓	✓		
Philosophy of Education 2021-22	✓	✓	✓	✓			✓	✓	✓	✓		
Sociology of Education 2021-22	✓	✓	✓	✓	✓		✓	✓	✓	✓		

	PO25
Advanced Psychology of Education 2021-22	

Advanced SEND 2021-22	
Autistic Spectrum Disorders 2021-22	
Contemporary Issues in Education 2021-22	
Cross-Cultural Psychology 2021-22	
Developmental Psychopathology 2021-22	
Discourse 2021-22	
Dissertation 2021-22	✓
History of Education 2021-22	
Learning Through Reflection 2021-22	
Philosophy of Education 2021-22	
Sociology of Education 2021-22	

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12	
Brain, Behaviour & Cognition 2019-20										10			
Developing Individual in Society 2019-20													
Introduction to Educational Research 2019-20													
Introduction to Learning 2019-20													
	13	14	15	16	17	18	19	20	21	22	23	24	
Brain, Behaviour & Cognition 2019-20													
Developing Individual in Society 2019-20	50												
Introduction to Educational Research 2019-20												50	
Introduction to Learning 2019-20	100												
	25	26	27	28	29	30	31	32	33	34	35	36	
Brain, Behaviour & Cognition 2019-20		40											
Developing Individual in Society 2019-20													
Introduction to Educational Research 2019-20												50	
Introduction to Learning 2019-20													
	37	38	39	40	41	42	43	44	45	46	47	48	
Brain, Behaviour & Cognition 2019-20													
Developing Individual in Society 2019-20													
Introduction to Educational Research 2019-20													
Introduction to Learning 2019-20													
								49	50	51	52	EP 1 (Wk)	EP 2 (Wks)

												16)	33, 34, 35)
Brain, Behaviour & Cognition 2019-20												25	25
Developing Individual in Society 2019-20												25	25
Introduction to Educational Research 2019-20													
Introduction to Learning 2019-20													

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Curriculum: Principles and purposes 2020-21												
Developmental Psychology 2020-21									50			15
Diversity, Inclusion and Alternative Education 2020-21										25		
Intermediate Education 2020-21												
Psychological Assessment & Psychometrics 2020-21												
Psychology of Education 2020-21												
Research Methods in Education 2020-21												
Studies of Childhood 2020-21												

	13	14	15	16	17	18	19	20	21	22	23	24
Curriculum: Principles and purposes 2020-21												
Developmental Psychology 2020-21												
Diversity, Inclusion and Alternative Education 2020-21					75							
Intermediate Education 2020-21												
Psychological Assessment & Psychometrics 2020-21												
Psychology of Education 2020-21												

Research Methods in Education 2020-21						25							
Studies of Childhood 2020-21													
	25	26	27	28	29	30	31	32	33	34	35	36	
Curriculum: Principles and purposes 2020-21										100			
Developmental Psychology 2020-21													
Diversity, Inclusion and Alternative Education 2020-21													
Intermediate Education 2020-21										100			
Psychological Assessment & Psychometrics 2020-21		40						60					
Psychology of Education 2020-21										100			
Research Methods in Education 2020-21											75		
Studies of Childhood 2020-21										100			
	37	38	39	40	41	42	43	44	45	46	47	48	
Curriculum: Principles and purposes 2020-21													
Developmental Psychology 2020-21													
Diversity, Inclusion and Alternative Education 2020-21													
Intermediate Education 2020-21													
Psychological Assessment & Psychometrics 2020-21													
Psychology of Education 2020-21													
Research Methods in Education 2020-21													
Studies of Childhood 2020-21													
								49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Curriculum: Principles and purposes 2020-21													

Developmental Psychology 2020-21											35	
Diversity, Inclusion and Alternative Education 2020-21												
Intermediate Education 2020-21												
Psychological Assessment & Psychometrics 2020-21												
Psychology of Education 2020-21												
Research Methods in Education 2020-21												
Studies of Childhood 2020-21												

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Advanced Psychology of Education 2021-22												
Advanced SEND 2021-22												
Autistic Spectrum Disorders 2021-22												
Contemporary Issues in Education 2021-22												50
Cross-Cultural Psychology 2021-22												
Developmental Psychopathology 2021-22												100
Discourse 2021-22												
Dissertation 2021-22												
History of Education 2021-22												
Learning Through Reflection 2021-22												
Philosophy of Education 2021-22												
Sociology of Education 2021-22												

	13	14	15	16	17	18	19	20	21	22	23	24
Advanced Psychology of Education 2021-22												
Advanced SEND 2021-22												
Autistic Spectrum Disorders 2021-22												
Contemporary Issues in Education 2021-22												
Cross-Cultural Psychology 2021-22				100								
Developmental Psychopathology 2021-22												

Discourse 2021-22												50	
Dissertation 2021-22													
History of Education 2021-22													
Learning Through Reflection 2021-22													
Philosophy of Education 2021-22													
Sociology of Education 2021-22													
	25	26	27	28	29	30	31	32	33	34	35	36	
Advanced Psychology of Education 2021-22													
Advanced SEND 2021-22									100				
Autistic Spectrum Disorders 2021-22									100				
Contemporary Issues in Education 2021-22										50			
Cross-Cultural Psychology 2021-22													
Developmental Psychopathology 2021-22													
Discourse 2021-22								50					
Dissertation 2021-22													
History of Education 2021-22													
Learning Through Reflection 2021-22													
Philosophy of Education 2021-22									100				
Sociology of Education 2021-22									100				
	37	38	39	40	41	42	43	44	45	46	47	48	
Advanced Psychology of Education 2021-22	100												
Advanced SEND 2021-22													
Autistic Spectrum Disorders 2021-22													
Contemporary Issues in Education 2021-22													
Cross-Cultural Psychology 2021-22													
Developmental Psychopathology 2021-22													
Discourse 2021-22													
Dissertation 2021-22	100												
History of Education 2021-22	100												
Learning Through Reflection 2021-22	100												
Philosophy of Education 2021-22													

Sociology of Education 2021-22											
						49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Advanced Psychology of Education 2021-22											
Advanced SEND 2021-22											
Autistic Spectrum Disorders 2021-22											
Contemporary Issues in Education 2021-22											
Cross-Cultural Psychology 2021-22											
Developmental Psychopathology 2021-22											
Discourse 2021-22											
Dissertation 2021-22											
History of Education 2021-22											
Learning Through Reflection 2021-22											
Philosophy of Education 2021-22											
Sociology of Education 2021-22											

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	EDU01	EDU02	EDU03	EDU04	EDU05	EDU06	EDU07	EDU08	EDU09
PO1	✓	✓	✓	✓		✓			
PO2	✓	✓	✓	✓		✓			
PO3	✓	✓	✓	✓		✓			
PO4	✓	✓	✓	✓		✓			
PO5	✓	✓	✓	✓		✓			✓
PO6	✓		✓		✓	✓		✓	✓
PO7		✓	✓						

	EDU10	EDU11	EDU12	EDU13	EDU14	EDU15	EDU16	EDU17	EDU18
PO1									
PO2			✓						
PO3	✓								
PO4									
PO5									
PO6			✓		✓	✓	✓	✓	
PO7									

	EDU19	EDU20	Psy01	Psy02	Psy03	Psy04	Psy05	Psy06	Psy07
PO1			✓		✓			✓	
PO2			✓		✓			✓	
PO3					✓			✓	
PO4					✓				
PO5				✓	✓				
PO6				✓					
PO7				✓	✓			✓	

	Psy08	Psy09	Psy10	Psy11	Psy12	Psy13	Psy14	Psy15	Psy16
PO1						✓			
PO2									
PO3									
PO4									
PO5					✓				
PO6									
PO7									

	Psy17	Psy18	Psy19	Psy20	Psy21	Psy22	Psy23	Psy24	Psy25
PO1					✓	✓			
PO2									
PO3									
PO4									
PO5									
PO6									
PO7						✓	✓		

	Psy26	Psy27	Psy28	Psy29	Psy30	Psy31	Psy32	Psy33	Psy34
PO1								✓	
PO2				✓					
PO3									
PO4									
PO5									
PO6									
PO7			✓						

	Psy35	Psy36	Psy37	Psy38	Psy39	Psy40
PO1						
PO2						
PO3						
PO4						

PO5									
PO6									
PO7									

Subject Specific Intellectual Skills

	EDU01	EDU02	EDU03	EDU04	EDU05	EDU06	EDU07	EDU08	EDU09
PO8					✓			✓	
PO9		✓			✓	✓	✓	✓	
PO10								✓	
PO11	✓	✓	✓	✓	✓	✓	✓	✓	
PO12			✓	✓	✓	✓	✓	✓	✓

	EDU10	EDU11	EDU12	EDU13	EDU14	EDU15	EDU16	EDU17	EDU18
PO8				✓	✓	✓	✓	✓	
PO9				✓				✓	
PO10								✓	
PO11									
PO12	✓			✓			✓		

	EDU19	EDU20	Psy01	Psy02	Psy03	Psy04	Psy05	Psy06	Psy07
PO8									✓
PO9									
PO10							✓		
PO11							✓		
PO12		✓					✓		✓

	Psy08	Psy09	Psy10	Psy11	Psy12	Psy13	Psy14	Psy15	Psy16
PO8									
PO9									
PO10									

PO11				✓					
PO12		✓	✓						

	Psy17	Psy18	Psy19	Psy20	Psy21	Psy22	Psy23	Psy24	Psy25
PO8									
PO9									
PO10									
PO11									
PO12									

	Psy26	Psy27	Psy28	Psy29	Psy30	Psy31	Psy32	Psy33	Psy34
PO8									
PO9									
PO10									
PO11									
PO12									

				Psy35	Psy36	Psy37	Psy38	Psy39	Psy40
PO8									
PO9									
PO10									
PO11									
PO12									

Subject Specific Practical Skills

	EDU01	EDU02	EDU03	EDU04	EDU05	EDU06	EDU07	EDU08	EDU09
PO13									
PO14					✓	✓		✓	
PO15		✓		✓			✓		
PO16	✓		✓		✓	✓	✓		

PO17	✓	✓	✓	✓	✓	✓	✓		✓
	EDU10	EDU11	EDU12	EDU13	EDU14	EDU15	EDU16	EDU17	EDU18
PO13				✓	✓		✓		
PO14			✓	✓		✓		✓	
PO15				✓					✓
PO16			✓	✓	✓	✓	✓	✓	
PO17									
	EDU19	EDU20	Psy01	Psy02	Psy03	Psy04	Psy05	Psy06	Psy07
PO13									
PO14									
PO15									
PO16						✓		✓	
PO17									
	Psy08	Psy09	Psy10	Psy11	Psy12	Psy13	Psy14	Psy15	Psy16
PO13							✓		
PO14									
PO15									
PO16		✓	✓	✓	✓	✓	✓	✓	
PO17									
	Psy17	Psy18	Psy19	Psy20	Psy21	Psy22	Psy23	Psy24	Psy25
PO13									
PO14									
PO15									
PO16									✓
PO17									
	Psy26	Psy27	Psy28	Psy29	Psy30	Psy31	Psy32	Psy33	Psy34
PO13									
PO14									

PO15									
PO16				✓	✓			✓	
PO17									
				Psy35	Psy36	Psy37	Psy38	Psy39	Psy40
PO13									
PO14									
PO15									
PO16									
PO17									

Transferable Skills and Attributes

	EDU01	EDU02	EDU03	EDU04	EDU05	EDU06	EDU07	EDU08	EDU09
PO18									
PO19									
PO20									
PO21									
PO22	✓	✓	✓	✓		✓	✓		✓
PO23	✓			✓					
PO24									
PO25									

	EDU10	EDU11	EDU12	EDU13	EDU14	EDU15	EDU16	EDU17	EDU18
PO18	✓								✓
PO19		✓		✓					✓
PO20									
PO21									✓
PO22	✓	✓							
PO23									
PO24									

PO25									
	EDU19	EDU20	Psy01	Psy02	Psy03	Psy04	Psy05	Psy06	Psy07
PO18									
PO19									
PO20	✓								
PO21	✓								
PO22		✓							
PO23									
PO24									
PO25									

	Psy08	Psy09	Psy10	Psy11	Psy12	Psy13	Psy14	Psy15	Psy16
PO18									
PO19							✓		✓
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									

	Psy17	Psy18	Psy19	Psy20	Psy21	Psy22	Psy23	Psy24	Psy25
PO18				✓					
PO19									
PO20		✓	✓	✓					
PO21	✓		✓	✓					
PO22									
PO23									
PO24									
PO25									

	Psy26	Psy27	Psy28	Psy29	Psy30	Psy31	Psy32	Psy33	Psy34
--	-------	-------	-------	-------	-------	-------	-------	-------	-------

PO18									
PO19									✓
PO20									
PO21									
PO22								✓	
PO23									
PO24									
PO25									

	Psy35	Psy36	Psy37	Psy38	Psy39	Psy40
PO18			✓			✓
PO19		✓				
PO20				✓		
PO21					✓	✓
PO22						
PO23						
PO24						
PO25						

Appendix IV: Benchmark Benchmark Statement(s)

Psy01 - *Able to understand the scientific underpinnings of psychology as a discipline.*

Psy02 - *Recognise the inherent variability and diversity of psychological functioning.*

Psy03 - *Demonstrate a good knowledge and critical understanding of a range of influences on psychological functioning, and how they are conceptualised across the core areas.*

Psy04 - *Be knowledgeable about a number of specialised areas and/or applications.*

Psy05 - *Demonstrate knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis.*

Psy06 - *Reason scientifically and demonstrate the relationship between theory and evidence.*

Psy07 - *Adopt multiple perspectives.*

Psy08 - *Detect meaningful patterns in behaviour and experience.*

Psy09 - *Pose and operationalise research questions.*

Psy10 - *Demonstrate competence in research skills through practical activities.*

Psy11 - *Reason statistically and demonstrate competence in a range of statistical methods.*

Psy12 - *Initiate, design, conduct and report an empirically-based research project under appropriate supervision.*

Psy13 - *Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project.*

Psy14 - *Communicate ideas and research findings by written, oral and visual means.*

Psy15 - *Interpret and use numerical, statistical and other forms of data.*

Psy16 - *Be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.*

Psy17 - *Approach problem solving in a systematic way.*

Psy18 - *Be aware of contextual and interpersonal factors in groups and teams.*

Psy19 - *Undertake self-directed study and project management in a supportive environment.*

Psy20 - *Recognise the need to assess their own skills and to harness them for future learning.*

Psy21 - *Able to understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.*

Psy22 - *Recognise the inherent variability and diversity of psychological functioning and its*

significance.

Psy23 - *Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas.*

Psy24 - *Demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.*

Psy25 - *Demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.*

Psy26 - *Reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology.*

Psy27 - *Adopt multiple perspectives and systematically analyse the relationships between them.*

Psy28 - *Detect meaningful patterns in behaviour and experience and evaluate their significance.*

Psy29 - *Pose, operationalise and critique research questions.*

Psy30 - *Demonstrate substantial competence in research skills through practical activities.*

Psy31 - *Reason statistically and use a range of statistical methods with confidence.*

Psy32 - *Competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations.*

Psy33 - *Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline.*

Psy34 - *Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.*

Psy35 - *Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.*

Psy36 - *Be computer literate and confident in using word processing, database and statistical software.*

Psy37 - *Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.*

Psy38 - *Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams.*

Psy39 - *Undertake self-directed study and project management, in order to meet desired objectives.*

Psy40 - *Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.*

EDU01 - *A critical understanding of the underlying values, theories and concepts relevant to education.*

EDU02 - *A critical understanding of the diversity of learners and the complexities of the education process.*

EDU03 - *A critical understanding of the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process.*

EDU04 - *A critical understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.*

EDU05 - *The ability to analyse educational concepts, theories and issues of policy in a systematic way.*

EDU06 - *The ability to identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts.*

EDU07 - *The ability to accommodate new principles and understandings.*

EDU08 - *The ability to select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding.*

EDU09 - *The ability to use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.*

EDU10 - *Able to demonstrate the ability to reflect on their own and others' value systems.*

EDU11 - *Able to demonstrate the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject.*

EDU12 - *Able to demonstrate an understanding of the significance and limitations of theory and research.*

EDU13 - *Able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.*

EDU14 - *Be able to use technology effectively to enhance critical and reflective study.*

EDU15 - *Able to collect and apply numerical data, as appropriate.*

EDU16 - *Able to present data in a variety of formats including graphical and tabular.*

EDU17 - *Able to analyse and interpret both qualitative and quantitative data.*

EDU18 - *The ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.*

EDU19 - *Able to articulate their own approaches to learning and organise an effective work pattern including working to deadlines.*

EDU20 - *Be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.*